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This issue of the Abstracts presents a selected sample of empirical studies pertaining to the perceived desirable characteristics of the good or effective college teacher. All but one of these studies used student judges (undergraduate and graduate) to identify the teacher characteristics and behaviors most important to effective teaching. This is consistent with the proposition that the student is in the best position to judge the standards of effective teaching. The procedure generally followed was to gather a list of teacher traits from a small group of students and then to ask a larger population of students to indicate how important these traits were. A first group of studies is devoted to delineation of effective teacher characteristics. The second group is concerned with variables which may underlie perceptions of desirable teacher traits. (Author/JS)

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Stanley R. Finn (Ed.)

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Characteristics of the Effective College Teacher

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This issue of the Abstracts presents a selected sample of empirical studies pertaining to the perceived desirable characteristics of the good or effective college teacher. All but one of these studies (#69) used student judges (undergraduate and graduate) to identify the teacher characteristics and behaviors most important to effective teaching. This is consistent with the proposition that the student is in the best position to judge the standards of effective teaching.

The procedure typically utilized in these studies (#'s 61, 62, 64, 65, 66, 67) was to gather a list of teacher traits and behaviors from a small group of students, e.g., a psychology class, or from the author's survey of the literature, and subsequently ask a larger population of students to indicate how important it is for the good, effective, or ideal teacher to possess these traits. It should be noted, however, that these studies rarely include adequate information on the reliability of their measuring instruments. Notable exceptions are the rating scales devised by Kerlinger (#61, #62).

The entire group of studies vary in the complexity with which they address the problem of identifying effective teacher characteristics. A first group of studies was concerned simply with the delineation of these characteristics. Student and facutly assessments tend to be in agreement on those behaviors considered important to effective college teaching (#'s 64, 65, 66, 69). The results of these investigations emphasize that the effective teacher is perceived as being interested in his students. He encourages independent thinking, conveys interest and enthusiasm to his students, and has a good knowledge of the subject matter. He also grades and returns papers promptly and is well organized and well prepared for class. Behaviors consistently considered of little importance include: possessing a well-modulated voice, involvement in scholarly activities, research (upper-classmen and graduate students tend to place more emphasis on research activities), and participation in campus activities.

A second group of studies was concerned with variables which may underlie perceptions of desirable traits of teachers. For example, it is suggested that effective teaching behaviors and their perceived importance may be dependent on the content area of the course being taught (#64), the personality of the rater (#60), the student's major (#68), his attitudes toward education (#61), or his ethnic background (#67). Finally, Kerlinger (#62) discussed three general factors which may underlie and

influence perceptions of desirable traits of teachers: positive person orientation, systematic task organization, and functional flexibility.

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59. Bresler, J. B. Teaching effectiveness and government awards. Science, 1968, 160, 164-167.

Although there has been much anecdotal information that the publish or perish creed of substantial concern with publications and research awards detracts from teaching performance, investigations of teaching effectiveness have not attempted to empirically relate these variables. In an attempt to prove or disprove this widely-accepted opinion, the author obtained data on the distribution of government and faculty research funds and the publication output of various full time faculty at Tufts College, and related these data to student rankings of teacher effectiveness. Students evaluated teachers of their courses according to whether the latter ranked in the first, second, third, or fourth quartile of teaching excellence in comparison with other Tufts faculty members.

The results indicated that those faculty members in all groups (science and engineering, social sciences, and arts-humanities) who had received or were presently receiving support from government agencies were also those ranked highest in teaching abilities. Faculty members who had never received support were classified in the lower ranks of perceived teaching excellence. Those who had received Tufts University faculty research awards (non-governmental) were given intermediate rankings.

Publication data were available for only science and engineering faculty groups. Those who were rated highest in teaching abilities were those individuals who had produced the largest number of publications. Also, students gave higher ratings to those science and engineering faculty members who either: 1) had honors or belong to such honorific professional organizations as the American Academy of Arts and Sciences; 2) taught freshmen courses; or 3) "received unusually large amounts of support from the government." However, he added that being a recipient of a government award is probably a more important factor than the particular amount of the grant. - Stanley R. Finn

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60. Freehill, M. F. Authoritarian bias and evaluation of college experiences. Improving College and University Teaching, 1967, 15 (1), 18-19.

This study warns that in regard to the evaluation of teacher effectiveness, "differences in the raters more than the thing rated may account for what seems to be significant differences in ratings of the educational experience." A 27 item authoritarian scale was administered to 813 freshman students; one year later their scores were used to select high and low authoritarian students who were matched on a number of variables including sex, faculty advisor, declared major, and scores on the Cooperative English Test and American Council on Education Psychological Examination. Thirty-two pairs of students met these criteria and

26 pairs returned questionnaires which requested evaluations of their college experiences.

Significant differences between high and low authoritarians included the fact that high authoritarians were more critical of instruction, student attitudes and themselves. They were unhappy with cultural opportunities on campus ($p = .04$). They indicated either that culture was ignored ($p = .08$) or that it was actively discouraged by student attitudes ($p = .01$).

"Authoritarians were also much more critical of instruction with almost four times as many non-authoritarians checking instruction in the 'very good to superior' category ($p = .01$)." More authoritarians also rated instruction as "average" when compared to non-authoritarians ($p = .05$). Finally, Freehill noted that authoritarians preferred competitive and lecture classes while non-authoritarians preferred friendly, disucssion classes. "These preferences are more significant since there was no difference in the grade point average achieved." - Stanley R. Finn

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61. Kerlinger, Fred N. Attitudes toward education and perception of teacher characteristics: A Q study. American Educational Research Journal. 1966, 3 (3), 159-168.

The author sought to find a relationship between perceptions of desirable traits of teachers and attitudes toward education. He hypothesized that individuals possessing progressive and traditional attitudes toward education would also see progressive and traditional qualities, respectively, as desirable traits for teachers. He administered the Educational Q Sort (QED) and the Teacher Characteristics Q Sort (TCQ) to a sample of 36 college, secondary, elementary, parochial and military teachers. The QED and the TCQ were factor analyzed into three factors, a progressive, a traditional, and a third unnamed factor. The progressive teacher factor was highly loaded with adjectives such as intelligent, imaginative, insightful, warm, open minded, and flexible. The traditional teacher factor was loaded with adjectives including conscientious, moral, religious, intelligent, and efficient. "Fair" to "high" correlations of congruence were obtained between the Educational and Teachers Characteristics Q Sort scales, indicating that perceived desirable teacher traits are related to the perceiver's attitudes toward education. - Emile Gurstelle

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62. Kerlinger, Fred N. The factor structure and the content of perceptions of desirable characteristics of teachers. Educational and Psychological Measurement, 1967, 27, 643-656.

In order to ascertain the criteria underlying perceptions of effective teachers, Kerlinger asked a total of 1,197 teachers and graduate students of education to rate adjectives along a seven-point

scale from most to least important. For each adjective they were instructed to use the criterion "how important it is for good teachers to have the traits."

Factor analysis of the adjectives revealed three main factor loadings. The first factor was named "positive person orientation" since it included such adjectives as friendly, kind, cheerful, pleasant, and polite. The second factor was referred to as "systematic task organization" and was highly loaded with the following adjectives: efficient, punctual, thorough, industrious, and conscientious. The third factor was expressed by the name "functional flexibility" and included adjectives such as imaginative, insightful, flexible, original, and tolerant.

The author concluded that these three factors may underlie perceptions of desirable traits of teachers. - Stanley R. Finn

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63. Maslow, A. H., and Zimmerman, W. College teaching ability, scholarly activity and personality. The Journal of Educational Psychology, 1956, 47, 185-189.

Faculty members were rated by students and department colleagues at Brooklyn College in order to ascertain the relationships between teaching, personality, and creativeness ratings and the degree of agreement between students and department colleagues on these ratings.

Students were asked to list all the courses they had taken up to the date of rating as well as the instructors of those courses. They were then asked to rate these instructors from a +2 for "very good" to a -2 for "very poor" "as a teacher" and "as a personality," defining these terms in their own way. Faculty members were given a list of their department colleagues and asked to rate them as "teachers," as "personalities," as well as for "creativeness in the field." Creativeness was described as having ideas, interest and activity in the field, continuing to learn and study, and contributing to the field, e.g., publications. The data reported represented 86 teachers who comprised better than 60% of the facutly in the departments of biology, chemistry, mathematics, psychology, political science, and speech.

The results indicated that the two highest intercorrelations were between the student ratings of "as a teacher" and "as a personality" (.76), and colleagues' ratings "as a teacher" and "creativeness in the field" (.77). Also, students and colleagues agreed in their ratings "as a teacher" (.69), although the colleague rating "as a personality" stood apart from all other ratings by either colleagues or students (r's between .29-.51). "Thus, on the basis of the data presented, it can be concluded that, at least in the college where ratings were obtained, colleagues tend to equate good teaching with creativeness, and students tend to equate good teaching with good personality. Also, students and faculty agree fairly well on who the good teachers are, but their conception of personality is quite different. In fact, the facutly conception of personality is relatively independent of all of the other rated traits." - Stanley R. Finn

64. Musella, D., and Rusch, R. Student opinion on college teaching. Improving College and University Teaching, 1968, 16 (2), 137-140.

The purposes of this study were: 1) to identify the teacher behaviors which promote the improvement of student thinking, and 2) to identify teacher qualities considered of greatest importance in teaching courses in the physical and biological sciences, the social sciences, and literature and the arts.

All seniors (776) of the State University of New York at Albany were mailed questionnaires designed to elicit the above information. Of this sample, 56% responded. When asked what teacher behaviors promoted their thinking, students responded in a series of descriptive statements which were coded into one of seventeen categories. The results indicated that more than one-third of the students felt that the instructor who conveys enthusiasm and interest does the most to improve their thinking. Approximately one-third said that the instructor who displays a sympathetic and actively concerned attitude toward his students does the most to improve their thinking. Approximately one-fourth indicated that the kind and use of questions, the ability to present the material, and knowledge of the subject were teacher behaviors associated with promoting thinking. Very few students (less than 6 percent) mentioned testing, homework, or grades as tending to promote thinking.

Students then identified the three qualities considered to be of greatest importance in teaching a course in either the physical and biological sciences, the arts and literature, or the social sciences. The following trends were noted: 1) Ability to encourage thought, enthusiastic attitude toward students, and expert knowledge of subject were considered most important in both the areas of arts-literature and social sciences. In the physical and biological sciences, the most important qualities were ability to explain clearly, systematic organization of subject matter, and expert knowledge of subject. 2) There was agreement in the identification of qualities considered least important in teaching a course in either the arts-literature or social sciences: chosen the least were sympathetic attitude toward students, pleasing personality, and fairness in making and grading tests. In the physical and biological sciences, pleasing personality and sympathetic attitudes toward students, and good speaking ability were considered least important. - Stanley R. Finn

65. Perry, R. R. Criteria of effective teaching behavior in an institution of higher education. In G. N. Drewry (Ed.), The instructional process and institutional research. The Association for Institutional Research, 1967, Pp. 49-59.

"Although numerous studies are reported in the literature, few if any facts are firmly established about teacher effectiveness. There is no approved method of measuring competence which has received wide acceptance." This study focused on the identification of effective teaching behaviors, and the determination of their relative importance.

A stratified sample of faculty, students, and alumni at the

University of Toledo was asked to identify behavior which contributed to the effectiveness of teaching. A total of 13,643 individual responses were categorized into six classes of 60 criterion behaviors. An instrument was developed from this list of 60 criteria and presented to samples of students and alumni and all facutly. It asked respondents to rate each criterion on a five-point scale ranging from critical to of no importance. These ratings were validated by comparing them with the ratings of a "jury of experts," comprised of twelve teachers who had received outstanding teacher awards from the University. This procedure resulted in the assignment of value factors indicating the relative importance of each item. Of the 60 criterion items, the five which were assigned the highest value factors were: 1) being well prepared for class; 2) establishing sincere interest in the subject being taught; 3) demonstrating comprehensive knowledge of his subject; 4) using teaching methods which enable students to achieve objectives of the course; and 5) constructing tests which search for understanding on the part of the students rather than rote memory ability. The five items considered least important in effective teaching were: 56) holding membership in scholarly organizations; 57) being consistently involved in research projects; 58) devoting time to student activities on campus; 59) making appearances which assist programs of community organizations; and 60) publishing material related to his subject field.

The value factors can be used in constructing an instrument for rating whether teachers exhibit the particular criterion behavior always, most of the time, occasionally, very seldom, or never. The sum of the products of the criterion ratings and the criterion value factors would produce a score indicating teaching effectiveness. - Elizabeth Block

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66. Quick, F. A., and Wolfe, A. D. The ideal professor. Improving College and University Teaching, 1965, 13 (3), 133-134.

Four hundred and eighty three students at the University of Oregon were asked to rank the three most important and the least important quality of the ideal college professor. On the basis of a literature survey and a graduate seminar on improving college teaching, ten descriptive statements were selected and used on the rating scale:

1) Encourages independent thinking, not memorized knowledge;
2) Has the subject matter and the course well organized;
3) Has a deep and sustained enthusiasm for his subject;
4) Has the ability to explain clearly;
5) Welcomes differences in points of view;
6) Is a careful evaluator--his tests are fair, sound, and complete and his grading is impartial;
7) Has a good knowledge of his subject;
8) Likes college age youth and is interested in them as individuals;
9) Has an adequate and well modulated voice;
10) Is scholarly and participates actively in research.

For the total sample, the three highest ranked qualities of the ideal professor were: 1) encourages independent thinking, not memorized knowledge; 2) has the subject matter and the course well organized; 3) has a deep and sustained enthusiasm for his subject.

There seemed to be greater agreement on those characteristics students thought least important: 1) likes college youth and is interested in them as individuals; 2) has an adequate and well modulated voice; 3) is scholarly and participates actively in research. An analysis of groups within the sample revealed that "impartiality of grading" was of greater concern to freshmen, and "scholarly and research activities" was rated higher as an ideal professor characteristic for graduate students than for the sample as a whole. - Stanley R. Finn

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67. Pogue, F. G.,Jr. Students' ratings of the "ideal teacher". Improving College and University Teaching, 1967, 15 (2), 133-136.

Utilizing the ten item Quick and Wolfe ranking scale (#66) ratings from 46.4% of the total college enrollment of Philander Smith, a small Negro college in Arkansas were obtained. Of the ten descriptive statements, those considered most important, in rank order, by the students were: 1) has a good knowledge of his subject; 2) is a careful evaluator--his tests are fair, sound and complete and his grading is impartial; 3) has the ability to explain clearly; and 4) has the subject matter and the course well organized.

All of these items relate to how prepared the teacher should be in his class work: "This could indicate that students at Philander Smith are more dependent on their professor to furnish them with 'ready made knowledge' or believe that professors should 'know it all'. It could further mean that Negro students are accustomed to being told 'what to think' rather than 'how to think'." In partial substantiation of this, the author notes that the item "encourages independent thinking, not memorized knowledge" was noted as most important by University of Oregon students, while Philander Smith students rated it as ninth in a field of ten.

What are the implications of this study? The author speculates that it may be that most Philander Smith students are primarily interested in getting out of school and getting a job. Instead of the "get out and get a job attitude," he suggests that college professors should seek to make students more concerned about personal and independent growth. - Stanley R. Finn

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68. Yamamoto, K., & Dizney, H. F. College students' preferences among four types of professors. The Journal of College Personnel, 1968, 9, 259-264.

In an attempt to identify preferences for various types of

professor and personality correlates of these preferences, Yamamoto and Dizney administered both their Eight College Professors Scale and the Allport, Vernon, and Lindzey Study of Values Scale to 90 students (32 juniors, 14 seniors, and 44 graduates) enrolled in either an undergraduate or graduate educational psychology course at the University of Iowa. The Eight College Professors Scale, designed by the authors, consisted of two descriptions each of four different professor types: administrator, researcher, teacher, and socialite. A subject, after reading the descriptions, indicates his preference for each professor on a five-point continuum ranging from "strongly prefer" to "strongly reject". The Allport-Vernon-Lindzey Scale was administered to classify a subjects' value orientation into one of six categories: theoretical, economic, aesthetic, political, social, or religious. Each student was classed into one of these categories on the basis of his highest score.

Analyses of preference scores on the Eight Professors Scale revealed the following: 1) the order of preferences for the total sample was teacher, researcher, socialite, and administrator; 2) the professor type and student level interaction showed that "the preference for esearcher increased from juniors to graduates, while that for administrator showed an opposite trend. Ratings for Administrator and Socialite were lowest among graduate students and their ratings for Researcher was the highest among the three student levels."; 3) undergraduate education majors differed from other undergraduates (mostly liberal arts majors) in their preference patterns. The education majors chose a teacher-socialite-researcher-administrator preference pattern while the socialite-researcher positions were reversed for the other undergraduates; 4) the sex of the student was not a source of rating variability.

Preference ratings among the six Study of Values groups did not reveal any significant differences. The authors suggested that student preferences are probably more a function of prevalent college student stereotypes of professors than of personal values and orientations.

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69. Yuker, Harold E. The components of effective teaching as viewed by effective teachers. Hempstead, N.Y.: Hofstra University, Center for the Study of Higher Education, 1969 (Mimeo).

A sample of Hofstra "Teacher of the Year" award recipients for the years 1960-1968 were asked to rate the importance of 40 teacher behaviors suggested by Perry (#65) as characteristic of effective teachers. The results indicated that these "expert teachers" perceived the effective teacher as one who: 1) establishes good rapport with students in the classroom; 2) makes an effort to know students as individuals and treats them with respect; and 3) encourages student participation in class and motivates them to do their best.

A number of behaviors were considered quite unimportant. "Apparently professional activities such as belonging to scholarly organizations, publishing, and serving on university committees are not considered important; neither is being neatly dressed nor devoting time to student activities." - Stanley R. Finn